



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 11061305
SAU: Milford School Department
School: Dr Lewis S Libby School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

SUMMARY OF SCORES

Test Date: March 2008

Grade: 3

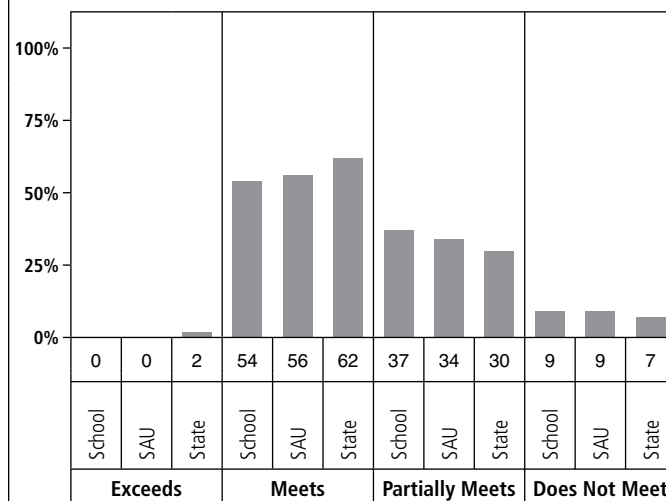
SAU: Milford School Department

School: Dr Lewis S Libby School

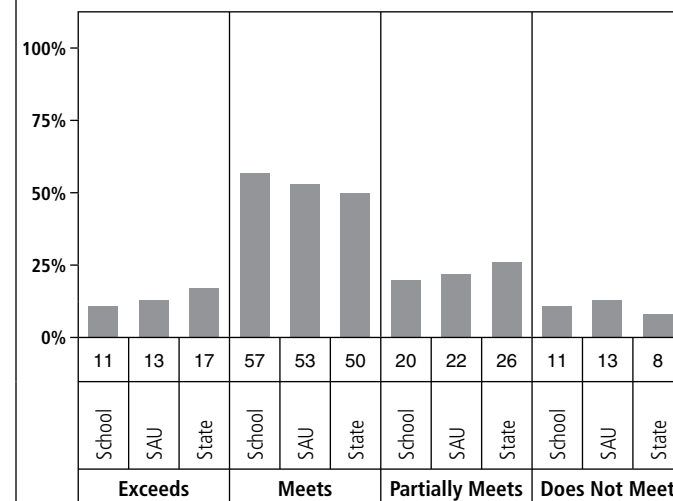
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	343	343	345
2006–2007	339	339	345
2007–2008	343	343	344
Cum. Avg. *	342	342	345
Mathematics			
2005–2006	340	341	344
2006–2007	337	337	347
2007–2008	347	346	347
Cum. Avg. *	342	341	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008

Grade: 3

SAU: Milford School Department

School: Dr Lewis S Libby School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	36	100	33	100	13803	100	36	100	33	100	13714	99	36	100	33	100	13710	99						
Ethnicity African American/Black	0	0	0	0	399	3	0	0	0	0	391	98	0	0	0	0	392	98						
American Indian or Native Alaskan	2	6	2	6	116	1	2	100	2	100	114	99	2	100	2	100	114	99						
Asian or Pacific Islander	3	8	3	9	210	2	3	100	3	100	205	98	3	100	3	100	206	98						
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98						
Caucasian/White	31	86	28	85	12916	94	31	100	28	100	12846	100	31	100	28	100	12839	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	8	22	7	21	2358	17	8	100	7	100	2333	99	8	100	7	100	2329	99						
Current LEP	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98						
Economically disadvantaged	16	44	14	42	5584	40	16	100	14	100	5535	99	16	100	14	100	5530	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	20	56	19	58	10650	77	20	56	19	58	10678	77						
Identified disability (PET/IEP)	0	0	0	0	475	4	0	0	0	0	479	4						
LEP	0	0	0	0	151	1	0	0	0	0	149	1						
504 plan	0	0	0	0	83	1	0	0	0	0	85	1						
Participation with accommodations	15	42	13	39	2936	21	15	42	13	39	2911	21						
Identified disability (PET/IEP)	7	47	6	46	1735	59	7	47	6	46	1729	59						
LEP	0	0	0	0	197	7	0	0	0	0	208	7						
504 plan	0	0	0	0	49	2	0	0	0	0	47	2						
Other	8	53	7	54	986	34	8	53	7	54	958	33						
Participation through alternate assessment (PAAP)	1	3	1	3	123	1	1	3	1	3	121	1						
Identified disability (PET/IEP)	1	100	1	100	123	100	1	100	1	100	121	100						
LEP	0	0	0	0	4	3	0	0	0	0	4	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	80	1	0	0	0	0	81	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008

Grade: 3

SAU: Milford School Department

School: Dr Lewis S Libby School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	1	3	1	3	352	3
	2006-2007	0	0	0	0	332	2
	2007-2008	0	0	0	0	227	2
	Cum. Total*	1	1	1	1	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	14	45	14	45	8641	62
	2006-2007	12	40	12	40	8691	63
	2007-2008	19	54	18	56	8403	62
	Cum. Total*	45	47	44	47	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	13	42	14	45	3671	27
	2006-2007	11	37	11	37	3781	27
	2007-2008	13	37	11	34	4018	30
	Cum. Total*	37	39	36	39	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	3	10	2	6	1163	8
	2006-2007	7	23	7	23	1021	7
	2007-2008	3	9	3	9	938	7
	Cum. Total*	13	14	12	13	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	26.0	56.5	26.2	57.0	27.6	60.0
Literary Text	23	50	12.8	55.7	13.0	56.5	14.1	61.3
Informational Text	23	50	13.2	57.4	13.2	57.4	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 3

SAU: Milford School Department

School: Dr Lewis S Libby School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	35	0	0	19	54	13	37	3	9	343	32	0	56	34	9	343	13586	2	62	30	7	344
Ethnicity																						
African American/Black	0										0						384	1	42	39	18	339
American Indian or Native Alaskan	2										2						113	2	50	42	5	343
Asian or Pacific Islander	3										3						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	30	0	0	17	57	12	40	1	3	343	27	0	59	37	4	343	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	2	29	3	43	2	29	338	6	0	33	33	33	337	2210	0	32	48	20	338
No	28	0	0	17	61	10	36	1	4	344	26	0	62	35	4	344	11376	2	68	26	4	346
Current LEP																						
Yes	0										0						348	1	36	45	19	339
No	35	0	0	19	54	13	37	3	9	343	32	0	56	34	9	343	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	16	0	0	8	50	7	44	1	6	341	14	0	50	43	7	341	5450	1	49	39	11	341
No	19	0	0	11	58	6	32	2	11	343	18	0	61	28	11	344	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	35	0	0	19	54	13	37	3	9	343	32	0	56	34	9	343	13581	2	62	30	7	344
Gender																						
Female	21	0	0	14	67	6	29	1	5	344	20	0	65	30	5	344	6567	3	65	27	5	345
Male	14	0	0	5	36	7	50	2	14	340	12	0	42	42	17	340	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										3						2004	0	37	49	14	339
No	31	0	0	19	61	9	29	3	10	343	29	0	62	28	10	343	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	35	0	0	19	54	13	37	3	9	343	32	0	56	34	9	343	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 3

SAU: Milford School Department

School: Dr Lewis S Libby School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	9	0	0	1	33	2	67	0	0	342	10	0	33	67	0	342	6	0	43	39	18	340
B. less than one hour	79	0	0	16	59	10	37	1	4	343	77	0	63	33	4	344	79	2	65	28	5	345
C. one to two hours	9	0	0	2	67	1	33	0	0	344	10	0	67	33	0	344	12	2	60	31	7	344
D. more than two hours	3	0	0	0	0	0	0	1	100	330	3	0	0	0	100	330	3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	30	0	0	6	60	4	40	0	0	345	30	0	67	33	0	346	29	3	62	28	7	345
B. They match some of what I have learned.	55	0	0	12	67	5	28	1	6	344	53	0	69	25	6	344	48	2	67	27	4	345
C. They match just a little of what I have learned.	9	0	0	1	33	2	67	0	0	339	10	0	33	67	0	339	15	1	56	34	9	343
D. There is no match.	6	0	0	0	0	1	50	1	50	331	7	0	0	50	50	331	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	50	0	0	10	59	6	35	1	6	344	52	0	63	31	6	345	42	3	67	24	6	346
B. good	38	0	0	7	54	6	46	0	0	342	35	0	55	45	0	342	46	1	62	32	5	344
C. fair	3	0	0	0	0	1	100	0	0	332	3	0	0	100	0	332	10	0	48	42	10	341
D. poor	9	0	0	1	33	0	0	2	67	336	10	0	33	0	67	336	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	18	0	0	2	33	3	50	1	17	338	16	0	40	40	20	338	22	1	48	38	12	341
B. about the same as my regular schoolwork	62	0	0	14	67	6	29	1	5	344	61	0	68	26	5	345	57	2	68	26	4	346
C. easier than my regular schoolwork	21	0	0	3	43	3	43	1	14	341	23	0	43	43	14	341	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	26	0	0	2	22	5	56	2	22	336	26	0	25	50	25	336	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	44	0	0	9	60	5	33	1	7	344	42	0	62	31	8	344	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	29	0	0	8	80	2	20	0	0	347	32	0	80	20	0	347	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	14	0	0	3	60	2	40	0	0	346	16	0	60	40	0	346	19	3	65	27	6	346
B. 20 minutes to an hour	14	0	0	3	60	2	40	0	0	346	16	0	60	40	0	346	47	2	68	25	5	346
C. less than 20 minutes	26	0	0	4	44	5	56	0	0	340	25	0	38	63	0	339	19	1	56	35	8	343
D. I rarely read at home.	46	0	0	9	56	4	25	3	19	342	44	0	64	14	21	342	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	26	0	0	2	22	6	67	1	11	339	25	0	25	63	13	339	28	1	56	33	9	343
B. six to ten pages	17	0	0	2	33	3	50	1	17	339	19	0	33	50	17	339	23	1	63	29	7	344
C. eleven or more pages	57	0	0	15	75	4	20	1	5	345	56	0	78	17	6	346	49	2	65	27	6	345
Optional school/SAU question																						
A.	76	0	0	15	58	8	31	3	12	343	84	0	58	31	12	343						
B.	9	0	0	2	67	1	33	0	0	343	10	0	67	33	0	343						
C.	9	0	0	1	33	2	67	0	0	341	0											
D.	6	0	0	1	50	1	50	0	0	343	6	0	50	50	0	343						

MATHEMATICS RESULTS

Test Date: March 2008

Grade: 3

SAU: Milford School Department

School: Dr Lewis S Libby School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	0	0	0	0	1295	9
	2006-2007	2	7	2	7	1985	14
	2007-2008	4	11	4	13	2277	17
	Cum. Total*	6	6	6	6	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	16	52	16	52	6852	49
	2006-2007	11	37	11	37	6990	51
	2007-2008	20	57	17	53	6764	50
	Cum. Total*	47	49	44	47	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	11	35	12	39	4081	29
	2006-2007	5	17	5	17	3673	27
	2007-2008	7	20	7	22	3504	26
	Cum. Total*	23	24	24	26	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	4	13	3	10	1638	12
	2006-2007	12	40	12	40	1193	9
	2007-2008	4	11	4	13	1044	8
	Cum. Total*	20	21	19	20	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.4	56.0	8.3	55.3	9.2	61.3
Cluster 2: Shape and Size	14	29	10.6	75.7	10.5	75.0	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.3	66.0	3.3	66.0	3.2	64.0
Cluster 4: Patterns	14	29	8.9	63.6	8.7	62.1	9.0	64.3

Cluster 1: Numbers and Operations

A. Numbers and Number Sense

B. Computation

I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size

E. Geometry

F. Measurement

Cluster 3: Mathematical Decision Making

C. Data Analysis and Statistics

D. Probability

Cluster 4: Patterns

G. Patterns, Relations, and Functions

H. Algebra Concepts

K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 3

SAU: Milford School Department

School: Dr Lewis S Libby School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	35	4	11	20	57	7	20	4	11	347	32	13	53	22	13	346	13589	17	50	26	8	347
Ethnicity																						
African American/Black	0										0						390	10	30	32	28	337
American Indian or Native Alaskan	2										2						113	7	45	38	10	342
Asian or Pacific Islander	3										3						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	30	4	13	17	57	7	23	2	7	348	27	15	52	26	7	347	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	3	43	3	43	1	14	342	6	0	33	50	17	340	2208	6	35	37	21	338
No	28	4	14	17	61	4	14	3	11	348	26	15	58	15	12	348	11381	19	53	24	5	349
Current LEP																						
Yes	0										0						357	8	29	37	26	336
No	35	4	11	20	57	7	20	4	11	347	32	13	53	22	13	346	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	16	2	13	8	50	4	25	2	13	344	14	14	43	29	14	344	5452	9	45	33	12	343
No	19	2	11	12	63	3	16	2	11	349	18	11	61	17	11	348	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	35	4	11	20	57	7	20	4	11	347	32	13	53	22	13	346	13584	17	50	26	8	347
Gender																						
Female	21	2	10	13	62	4	19	2	10	345	20	10	60	20	10	345	6565	15	49	27	8	347
Male	14	2	14	7	50	3	21	2	14	349	12	17	42	25	17	348	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										3						2004	5	39	41	15	339
No	31	4	13	16	52	7	23	4	13	347	29	14	48	24	14	347	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	35	4	11	20	57	7	20	4	11	347	32	13	53	22	13	346	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 3

SAU: Milford School Department

School: Dr Lewis S Libby School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	9	0	0	1	33	2	67	0	0	338	10	0	33	67	0	338	6	9	40	33	18	340
B. less than one hour	79	4	15	17	63	3	11	3	11	350	77	17	58	13	13	350	79	18	52	24	6	348
C. one to two hours	9	0	0	2	67	1	33	0	0	339	10	0	67	33	0	339	12	16	48	27	8	347
D. more than two hours	3	0	0	0	0	0	0	1	100	316	3	0	0	0	100	316	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	37	3	23	8	62	2	15	0	0	355	34	27	55	18	0	355	37	22	50	22	6	350
B. They match some of what I have learned.	40	1	7	9	64	4	29	0	0	347	41	8	62	31	0	347	46	16	53	25	6	348
C. They match just a little of what I have learned.	6	0	0	1	50	0	0	1	50	329	6	0	50	0	50	329	12	9	44	36	11	342
D. There is no match.	17	0	0	2	33	1	17	3	50	334	19	0	33	17	50	334	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	60	4	19	12	57	3	14	2	10	352	59	21	53	16	11	351	39	25	48	20	7	350
B. good	37	0	0	7	54	4	31	2	15	339	38	0	50	33	17	338	46	14	52	27	7	347
C. fair	3	0	0	1	100	0	0	0	0	348	3	0	100	0	0	348	12	8	49	35	9	343
D. poor	0										0						3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	9	0	0	1	33	2	67	0	0	339	9	0	33	67	0	339	17	7	41	35	17	340
B. about the same as my regular schoolwork	54	3	16	11	58	3	16	2	11	346	53	18	53	18	12	345	59	18	53	24	5	349
C. easier than my regular schoolwork	37	1	8	8	62	2	15	2	15	350	38	8	58	17	17	350	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	46	2	13	12	75	2	13	0	0	350	44	14	71	14	0	349	32	13	47	30	10	345
B. two or three days a week	11	0	0	2	50	2	50	0	0	344	13	0	50	50	0	344	30	20	52	23	5	349
C. two or three times each month	20	1	14	4	57	1	14	1	14	349	22	14	57	14	14	349	19	20	53	21	6	350
D. never or almost never	23	1	13	2	25	2	25	3	38	341	22	14	14	29	43	339	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	12	0	0	2	50	1	25	1	25	337	13	0	50	25	25	337	7	5	34	40	20	338
B. two or three days a week	6	0	0	1	50	0	0	1	50	342	6	0	50	0	50	342	18	15	50	27	8	346
C. two or three times each month	29	2	20	4	40	3	30	1	10	345	29	22	33	33	11	346	28	21	53	21	4	350
D. never or almost never	53	2	11	12	67	3	17	1	6	350	52	13	63	19	6	349	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	11	0	0	1	25	2	50	1	25	331	13	0	25	50	25	331	16	8	42	36	13	342
B. 30–45 minutes	20	1	14	4	57	1	14	1	14	346	19	17	50	17	17	346	30	14	53	26	7	347
C. 45–60 minutes	34	0	0	11	92	1	8	0	0	354	31	0	90	10	0	353	32	22	51	22	5	350
D. more than 60 minutes	34	3	25	4	33	3	25	2	17	346	38	25	33	25	17	346	22	20	49	23	7	349
Optional school/SAU question																						
A.	76	3	12	14	54	5	19	4	15	346	84	12	54	19	15	346						
B.	9	0	0	2	67	1	33	0	0	343	10	0	67	33	0	343						
C.	9	0	0	3	100	0	0	0	0	352	0											
D.	6	1	50	1	50	0	0	0	0	361	6	50	50	0	0	361						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number